



Jackson Public School District
 Response to Instruction and Intervention (RtI²)
Behavior Analysis Process

Form C

PURPOSE: The purpose of the **Behavior Analysis Worksheet** is to assist in determining the Communicative Function of the behavior or social skill which is of concern. This form may be completed at various stages of the progress monitoring process, either as the result of an **Initial Student Referral – Form 5** or after review of **Intervention Review Report – Form 8**.

Section 1. IDENTIFYING INFORMATION:

Student: _____ **Date:** _____
Referring Teacher: _____ **Room:** _____ **Grade:** _____
Overall Proficiency Quartile _____ **Subject / Academic Area:** _____

Section 2. BEHAVIOR(S) OF CONCERN:

Description of Behavior: _____

Check the area that best matches the behavior of concern. Refer to **Behavior Interventions – Specific Strategies and Replacement Behaviors – Forms C-1 to C-20** for definitions.

- | | |
|--|---|
| <input type="checkbox"/> 1. Attendance | <input type="checkbox"/> 11. Out of Seat |
| <input type="checkbox"/> 2. Biting | <input type="checkbox"/> 12. Physical Aggression |
| <input type="checkbox"/> 3. Difficulty Organizing and Caring for Materials | <input type="checkbox"/> 13. Resists Transitions Between Classes/Activities |
| <input type="checkbox"/> 4. Dishonesty | <input type="checkbox"/> 14. Runs Away/Leaves Class Without Permission |
| <input type="checkbox"/> 5. Drops to Ground | <input type="checkbox"/> 15. Spitting |
| <input type="checkbox"/> 6. Inappropriate Interactions with Peers and/or Adults | <input type="checkbox"/> 16. Stealing |
| <input type="checkbox"/> 7. Inappropriate Personal Touching | <input type="checkbox"/> 17. Talking Out/Back/Inappropriate Comments |
| <input type="checkbox"/> 8. Minor Fine Motor Annoyances | <input type="checkbox"/> 18. Throwing Objects |
| <input type="checkbox"/> 9. Noncompliance w/ Requests from Teachers and Other Adults | <input type="checkbox"/> 19. Verbal Aggression |
| <input type="checkbox"/> 10. Off Task | <input type="checkbox"/> 20. Withdrawn |

Section 3. BASELINE DATA: Indicate frequency, intensity and/or duration of behavior.

Section 4: DESCRIBE SETTINGS IN WHICH THE BEHAVIOR –

	MOST OFTEN OCCURS:	DOES NOT OCCUR:
Day/Time/Period(s)		
Subjects/Activities		
Group Size		
Type of instruction (lecture, centers, etc.)		
Location		

Section 5: ANTECEDENT AND PRIOR EVENTS: Using the information from Section 4, describe what happens directly **before** the behavior occurs: _____

Section 6: CONSEQUENCES AND OUTCOMES: Describe what happens after the behavior occurs

What does the student get/obtain/do?	
How does the teacher respond?	
How do peers respond?	

Section 7: ADDITIONAL INFORMATION:

(Team Use Only)

Communicative Function: In order to identify appropriate interventions, select the primary **Communicative Function (reason for behavior)** below that appears to underlie the behavior:

- Escape** (e.g. avoidance of non-preferred activities, situations, or people)
Specific Description _____
- Attention** (e.g. looking for attention (positive or negative) from adults or peers)
Specific Description _____
- Sensory** (more movement, less noise, more space, less light, etc.)
Specific Description _____
- Tangible** (access to a particular toy, food item, object, etc.)
Specific Description _____

Refer to **Behavior Interventions – Specific Strategies and Replacement Behaviors – Forms C-1 to C-20** for ideas and strategies that correlate with the selected Communicative Function.

Note:

**Attach any updated data collection sheets.*